USING ACTIVE LEARNING IN TEACHING VOCABULARY
( An Experimental Study of The Seventh Year Students of Islamic Junior High School 13 Jakarta )

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers Training in Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1)

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IMPROVING STUDENTS’ READING SKILL THROUGH COLLABORATIVE LEARNING APPROACH

(A Pre Experimental Study at the Eighth Grade of SMP Islam Nur Insan-Tangerang)

A “Skripsi”
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiya and Teachers' Training certifies that the ‘Skripsi’ (Scientific Paper) entitled “Improving Students’ Reading Skill through Collaborative Learning Approach (A Pre Experimental Study at the Eighth Grade of SMP Islam Nur Insan Tangerang)”, Written by Zakaria, student’s registration number 104014000315, was examined by the Committee on February 3rd 2009 and was declared to have passed and therefore, fulfilled one of the requirements for the academic title of Bachelor of Arts in English Language Education at the Department of English Education.

Jakarta, February 3rd, 2009

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ABSTRACT

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Key Words: Improving, Reading Skill, Collaborative Learning Approach

Reading is the difficult activity for some students, because it involves combination of abilities, such as linguistic and cognitive abilities. Besides, the students’ motivation is also a main factor for reading. In a classroom, the students’ interest in reading is various. Unfortunately, most teachers do not realize this condition. That is why; the teacher should be able to select suitable and appropriate approaches to facilitate the students’ reading learning.

One of the teacher’s attempts to improve the students’ ability in reading is by using suitable approach in teaching reading. The teacher should maximize the potentials in the classroom, such as to collaborate students’ doing reading tasks. It seems a team work or a group discussion to solve a problem. In small groups, students can share strengths and develop their skills. Each student is involved in this group. They explore significant questions or create a meaningful project. This approach is known as Collaborative Learning Approach.

The purpose of the study is to describe the using collaborative learning approach to improve the students’ reading skill conducted at the eighth grade of SMP Islam Nur Insan-Tangerang.

In this research, the writer used pre-experimental method by using “one-group pretest and posttest design where the students would be given a pretest before starting the treatment at the eighth grade of SMP Islam Nur Insan-Tangerang. At the end of treatment, the writer gave the students a test, which is called posttest. Towards the ends, the score of pretest and posttest would compare in order to find the answer for the research question.

The findings (results) of the study are expected to provide useful information about collaborative learning approach in improving students’ reading skill at the eighth grade of SMP Islam Nur Insan-Tangerang. It is expected that these findings can contribute to three groups of people, they are: School Principal, the teachers and further researcher. As the decision maker, the school principal has the authority to improve the teacher quality in teaching and learning activities. Furthermore, the teachers are suggested to use varied strategies in their teaching and learning activities. In this case, the teachers can use collaborative learning to improve the students’ reading skill in their classroom. Finally, these findings of the study will deliver useful information or it can be used as basic information and reference for further researchers who are interested in conducting similar studies.
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In the name of Allah, The Beneficent, The Merciful

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IMPROVING STUDENTS’ READING SKILL THROUGH COLLABORATIVE LEARNING APPROACH

(A Pre Experimental Study at the Eighth Grade of SMP Islam Nur Insan-Tangerang)

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CHAPTER I
INTRODUCTION

A. The Background of Study

Nowadays, mastering English is a challenge for some people; this is because of modern technology which accelerates the development of international communication including education. The use of English can easily be found, such as at the computer, television, air condition and refrigerator are the examples of the improvement of technology. These products usually use English as instructions for those who are consumers. Besides, English is used not only to apply for job but also to communicate with people from different nations. This is English servers as the most widely studied foreign language today.

Furthermore, Baradja said that most books in the libraries of universities and institutes are also written in English. At least 80% of the journals, bulletins, and articles relevant for any fields in education are written in English\(^1\). It means that unless we understand English, we can be left behind in technology and so as education.

Considering English is of central importance in students’ development and vital for their success at school and in the world beyond. For those concerned with students’ education and development the area of English has always been of special interest. Teachers and parents are keen to ensure that the children they care

\(^1\) M.F. Baradja, *Memperkenalkan Penerokaan Bahasa Kedua; Humaniora dan Sains*, Educational Journal. 1 (1), 1993, p 1
for have opportunity to develop English abilities. This condition leads the government to develop human resources, with the emphasis on English Language Teaching (ELT). Reversely, this commitment does not run smoothly. Many obstacles have been faced by the English teacher in Indonesia. For the reason, in Indonesia English is not a native or even second language but it is a foreign language. So, the teacher faces some difficulties in teaching language skills, especially reading comprehension.

Reading is the difficult activity for some students, because it involves combination of abilities, such as linguistic and cognitive abilities. Besides, the students' motivation is also a main factor for reading. In second language learning as in every other filed of human learning, motivation is the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres.² In a classroom, the students' interest in reading is various. Unfortunately, most teachers do not realize this condition. That is why; the teacher should be able to select suitable and appropriate approaches to facilitate the students' reading learning.

One of the teacher's attempts to improve the students' ability in reading is by using suitable approach in teaching reading. The teacher should maximize the potentials in the classroom, such as to collaborate students' doing reading tasks. It seems a team work or a group discussion to solve a problem. In small groups, students can share strengths and develop their skills. Each student is involved in this group. They explore significant questions or create a meaningful project. This approach is known as Collaborative Learning Approach.

Reading is the complex activity; it requires vocabulary competence, expectation and interest in reading. However, the limitation of having vocabulary is really influenced in learning it. Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation.³ So many times,


teaching reading is focused on read the passage loudly, translating entire the
words in the passage and finding the difficult words then translating. It make the
students did not feel enjoy in reading.

As a skill, reading is clearly one of the most important; in fact many instances
around the world we may argue that reading is the most important foreign
language skill, particularly in cases where students have to read English material
for their own specialist subject but may never have to speak the language; such
cases are often referred to as ‘English’ as a library language.4

The teacher is supposed to propose a creative way in teaching reading. He/she
has to involve the students in teaching-learning activities. Collaborative Learning
Approach is an effective way to improve the students’ reading skill in English. By
using suitable approach in reading the teacher can enhance the students’
understanding toward the text; therefore students can explore significant questions
and create meaningful tasks.

The teachers can propose collaborative learning approach in their classroom
activities. Naturally, both teacher and students have equal role and authority to
‘set’ learning-teaching process. In line with the concept of learning which is
active process, collaborative learning gives students opportunity to share their
knowledge with their friends in the class. They are divided into small groups.

In small groups students work collaboratively that all members master the
assigned material. They interact with their friends each other without feeling
competitive and individualistic. Naturally, reading, like listening and speaking, is
interactive in nature and open to various interpretations.5 Students are encouraged
to contribute openly their ideas, information, thought, feelings and responses.
Students must be able to engage good leadership, effective communication, the
building and maintenance of trust, and the constructive resolution of conflict that
are needed at collaborative learning groups.

4 Jo McDonough and Christopher Shaw, Materials and Method in ELT: A Teacher’s Guide,
(Maryland: Blackwell Publishing, 2003), p. 89

5 Betsy Parrish, Teaching Adult ESL: A Practical Introduction, (New York: McGraw-Hill,
2004), p. 130
The difficulty of reading can then be treated as a ‘problem’ to be solved. It requires students to work together. The students share information of what they know about the content in reading passage. Supposed in a class, students are divided in some groups, they create a meaningful project.

Regarding the explanations above, this study is intended to discuss about “Improving Students’ Reading Skill through Collaborative Learning Approach”

(A Pre Experimental Study at the Eighth Grade of SMP Islam Nur Insan Tangerang)

B. Limitation of the Study

This study focuses on eighth grade students of SMP Islam Nur Insan-Tangerang. To avoid misunderstanding in interpreting the problem, it is necessary to make the limitation of the problem. The problem will be limited: collaborative learning is used by the researcher at SMP Islam Nur Insan-Tangerang in teaching learning process to improve the students’ reading skill.

C. Statement of the Problem

The writer conducts a study concerning on the improving students’ reading skill through collaborative learning approach, applied at the eighth grade of SMP Islam Nur Insan Tangerang. This research is intended to answer the following question:

“Is there any improvement on the students’ reading score after they are taught by using collaborative learning approach?”

D. Objectives of the Study

In line with the statement of the problem, the purpose of the study is to describe the using collaborative learning approach to improve the students’ reading skill at the eighth grade of SMP Islam Nur Insan-Tangerang.
E. Significance of the Study

The findings (results) of the study are expected to provide useful information about collaborative learning approach in improving students' reading skill at the eighth grade of SMP Islam Nur Insan-Tangerang. It is expected that these findings can contribute to three groups of people, they are: School Principal, the teachers and further researcher. As the decision maker, the school principal has the authority to improve the teacher quality in teaching and learning activities. Furthermore, the teachers are suggested to use varied strategies in their teaching and learning activities. In this case, the teachers can use collaborative learning to improve the students' reading skill in their classroom.

Finally, these findings of the study will deliver useful information or it can be used as basic information and reference for further researchers who are interested in conducting similar studies.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

1. General Concept of Reading

Reading is an extremely complex activity. It is involving combination of linguistic and cognitive abilities. Relating linguistic abilities, reading involves the recognition of letters, words, phrases, and clauses. It also needs some aspects of language competences such as vocabulary, structure, spelling and pronunciation.

Meanwhile, in term of abilities, the view reading which is offered as essentially concerned with meaning, specifically with the transfer of meaning from mind to mind; the transfer of a message from writer to reader. ¹

The term of “reading” has many interpretations. There are some basic aspects of reading with which most authorities are in agreement. It is apparent that one simple definition will not be sufficient, for the reason, reading would be described and defined in various ways. Many definitions and explanation of reading have been proposed.

Helman, Blair and Rupley pointed out reading is one of the basic communication skills, but it is a very complex process. It is difficult to arrive at a


Meanwhile, Harmer elaborated reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages. Unlike a listening text, a reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words it is up to the reader to decide how fast he or she want to (or can) read a text, whereas listeners often have to do their best with a text whose speed is chosen by the speaker.\footnote{Jeremy Harmer, \textit{The Practice of English Language Teaching}, (New York: Longman, 1991), p.190}

Reading is followed by comprehension or it can be separated from comprehension, because a reader has to comprehend what he/she reads to get information from a text or a book. Some linguists had discussed about definition of comprehension.

John F. Savage and Jean F. Mooney stated that comprehension is cognitive activity, the ability to derive meaning and understanding from printed language.\footnote{John F. Savage and Jean F. Mooney, \textit{Teaching Reading to Children with Special Needs} (London: Allyn and Bacon, Inc, 1979), p.1}

From all definitions above, it can be concluded that reading is not only looking in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. For the further specific information, reading is an activity to understand printed language. It is not only how to get the meaning but also how the reader can understand the writer's idea. Understanding is the central to the process since there is physical activity, for example an eye movement when a reader reads the passage, meanwhile comprehension is a mental or cognitive process. Comprehension will not be found on the printed passage, but in the mind of reader who reads the discourse.
2. Kinds of Reading

According to Francoise Gellet, there are two kinds of reading, as follows:\footnote{Francois Gellet \textit{Developing Reading Skills}, (Cambridge: Cambridge University Press, 1981), p.4}:

a. Extensive reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: reading a newspaper, article, short story or novel.

We need an extensive reading that will actively promote reading out of class. Class time is always in short supply and the amount of reading needed to achieve fluency and efficiency is very great—much greater than most students will undertake if left to themselves.

But some class time ought to be devoted to extensive reading, both to maintain interest in it and to train students how to deal with full-length texts. Students who have not acquired the reading habit are often daunted by books and need the guidance and encouragement that an organized extensive reading programmed can provide. Moreover, as there is no absolute divide between intensive and extensive reading, the same text can usefully be employed for training in both, key passages from it being used for intensive study and in turn illuminating the book as a whole.

b. Intensive reading

Intensive reading is reading shorter texts, to extract specific information. This is more accuracy activity involving reading for detail. This activity is likely more to emphasize the accuracy activity involving reading for detail. Reader is trying to absorb all the information given, for example: reading dosage instruction for medicine.

Intensive reading involves approaching the text under the close guidance of the teacher (the right kind of guidance), or under the guidance of a task which forces the students to pay great attention the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning is produced. The 'how' is as important as the
‘what’, for the intensive reading lesson is intended primarily to train students in reading strategies.

It is of course easier to handle work on short texts, which can be studied in a lesson or two, than long ones. It is also generally supposed that in order to understand the whole (e.g. a book), we must be able to understand the parts (the sentences, paragraphs and chapters) of which it is made up. However, it is also true that we are often able to understand a book without fully grasping every part of it; we ought to make the most of this ability and encourage our students to build on it. This suggests that we ought to pay attention to extensive as well as intensive reading.

3. Purposes of Reading

In line with many definitions and explanations of reading that have been proposed, the purposes of reading are also complex and vary.

As Jo McDonough and Christopher Shaw quoted William that usefully classifies reading into:

a. “Getting general information from the text,

b. Getting specific information from a text, and

c. For pleasure or for interest.”

Penny Ur proposed the purposes of reading as follows:

a. We need to perceive and decode letters in order to read words.

b. We need to understand all the words in order to understand the meaning of text.

c. The more symbols (letters or words) there are in a text, the longer it will take to read.

d. We gather meaning from what we read.

e. Our understanding of a text comes from understanding the words of which it is composed.

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6 Jo McDonough and Christopher Shaw, Materials and...p. 90

In academic settings, almost every major purpose for reading comes into play. Thus, a reading curriculum must account for how students learn to read for multiple purposes, including at least the reading:

a. To search for information
b. For general comprehension
c. To learn new information
d. To synthesize and evaluate information.

However, a major aim in the teaching of reading is to get students to use their knowledge to help them with their comprehension of a reading.

These are some specific information about purposes of reading that has been proposed by some linguists. We can conclude that Purpose for reading helps the reader’s focus on information. Consequently, such purposes are most effective when established by the readers. Obviously, purpose for reading must be established before a selection is read. Only through this procedure the reader properly can direct his attention during the reading. Afterward, the stated purpose can be used as a basis for discussion to determine whether the reader has achieved his goal.

B. Collaborative Learning Approach

1. The Definition of Collaborative Learning

Collaborative learning is not a new phenomenon. It has been discussed among the experts, practitioners and decision maker in language education. Collaborative learning offers ways to organize group work to enhance learning and to increase academic achievement.

Collaborative learning has several names as Barbara Gross Davis quoted from Johnson, Johnson, and Smith. He says that various names have been given to this form of teaching, and there are some distinctions among there: cooperative

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learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups.\textsuperscript{10}

Unlike the definition of reading, no one has proposed a universally accepted definition of Collaborative learning. Rather, scholars describe elements, characteristics, or principles that contribute to achievement, socialization, and other gains. However, Carolyn Kessler proposes this definition\textsuperscript{11}:

Collaborative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

Meanwhile, David Nunan said that Collaborative Learning is a model of language. It provides a class environment in which such needs can be met in a way that is beneficial for both academic achievement and development learner’s social and learning skills.\textsuperscript{12}

Similarly, Diane-Larsen Freeman elaborated that Collaborative learning involves students learning from each other. But, it is not the group configuration that makes collaborative learning distinctive; it is the way that students and teacher work together. The teacher helps students learn how to learn effectively. In collaborative learning, teacher students social skills so that they can work together.\textsuperscript{13}

There are many literatures provides a variety of definitions for collaborative learning but certain features are common to all of them. Collaborative learning


\textsuperscript{12} David Nunan, \textit{Collaborative Language Learning and Teaching}, (New York: Cambridge University Press, 1992), p.33

emphasizes on group work to enhance learning and increase academic achievement.

This statement above in line with collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product.\(^\text{14}\)

From some definitions above, it can be said that collaborative learning is an approach emphasizing the importance of small group learning activity to promote students' social skill, to increase students' motivation and to develop students' academic achievement. Collaborative learning offers instruction that involves students working in teams to accomplish a common goal, under conditions that include the following principles. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

2. The Principles of Collaborative Learning

There are some basic principles that should be noticed for successful collaborative learning. They are\(^\text{15}\):

a. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

b. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery all of the materials to be learned.

c. **Face-to-face promotive interaction.** Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging one another's

\(^{14}\) [http://www.gdrc.org/kmgmt/c-learn/what-is-cl.html](http://www.gdrc.org/kmgmt/c-learn/what-is-cl.html) (Wednesday, September 17, 2008: 10:05)

conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another.

d. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflicts management skills.

e. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Meanwhile, the principles of collaborative learning as Teresa Walter quoted from Mary Mayers as below:16:

a. Collaborative tasks are structured so that no one individual can complete the learning task alone.

b. Positive interdependence is fostered and developed. Students are evaluated individually and as a group.

c. Students work in different teams. Teams can be of three types: interest group, random selection, or heterogeneous teams. The team configuration depends on the complexity, duration, and purpose of the task. Students are given opportunities to participate in a variety of groups.

d. Students learn both social and language skills necessary for cooperation at the same time as they learn content/concepts.

The principle of collaborative learning above, it can be seen that collaborative learning emphasize on group work. This small group of students collaborative to share their ideas and information to accomplish a task.

Group work is a popular technique of teaching in-service training and short courses, particularly useful in the transaction of knowledge, is also effective for developing foreign language competence.17

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3. Techniques of Collaborative Learning

All collaborative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of collaborative work. Thus, Slavin proposes five techniques of collaborative learning. These techniques are explained in more detail below:

a. **Student Teams-Achievement Division (STAD).** In STAD, students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and the students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

b. **Teams Games Tournaments (TGT).** Teams Games Tournament has many of the dynamics as STAD, but adds a dimension of excitement contributed by the use of games. Teammates help one another prepare for the games by studying worksheet and explaining problems to one another, but when students are playing the games their teammates cannot help them, ensuring individual accountability.

c. **Jigsaw.** The students are assigned chapters, short books, or other materials to read, usually social studies, biographies, or other expository material. Each team member is randomly assigned to become an "expert" on some aspect of the reading assignment.

d. **Team Accelerated Instruction (TAI).** TAI shares with STAD and TGT the use of four-member-mixed ability learning teams and certificates for high-performing teams. However, STAD and TGT use a single pace of instruction for the class, where TAI combines collaborative learning individualized instruction.

e. **Cooperative Integrated Reading and Composition (CIRC).** Cooperative Integrated Reading and Composition (CIRC) is a comprehensive program for

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teaching reading and writing in the upper elementary and middle grades. Students are assigned to teams composed of pairs of students from two or more different reading levels. Students work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary.

There is more to the techniques of collaborative learning. The following these techniques explained detail, as follows:9

- **THINK-PAIR-SHARE:** (1) The instructor poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response. This "think-time" can be spent writing, also. (2) Students then turn to a partner and share their responses. (3) During the third step, student responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion. The caliber of discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization.

- **THREE-STEP INTERVIEW:** Common as an ice-breaker or a team-building exercise, this structure can also be used also to share information such as hypotheses or reactions to a film or article. (1) Students form dyads; one student interviews the other. (2) Students switch roles. (3) The dyad links with a second dyad. This four-member learning team then discusses the information or insights gleaned from the initial paired interviews.

- **SIMPLE JIGSAW:** The faculty member divides an assignment or topic into four parts with all students from each LEARNING TEAM volunteering to become "experts" on one of the parts. EXPERT TEAMS then work together to master their fourth of the material and also to discover the best way to help

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9. [http://www.gdrc.org/kmngmt/elearn/strategies.htm](http://www.gdrc.org/kmngmt/elearn/strategies.htm) (Wednesday, September 17, 2008: 10:00)
others learn it. All experts then reassemble in their home LEARNING TEAMS where they teach the other group members.

- **NUMBERED HEADS TOGETHER:** Members of learning teams usually composed of four individuals, count off: 1, 2, 3, or 4. The instructor poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor calls a specific number and the team members originally designated that number during the count off respond as group spokespersons.

According the explanations above, it is clear that collaborative learning is group learning activity. It emphasizes on students’ interaction each other, share the ideas, that involves groups of learners working together to solve a problem.

4. The Advantages of Collaborative Learning

There are many benefits of collaborative learning in the classroom activities. They contribute to academic achievement and to teaching learning development by increasing the group work. In addition, activities such as sharing ideas, information, and thoughts—all of which contribute to teaching learning activities.

Collaborative learning gives students practice in working together when the stakes are relatively low, so that they can work effectively together later when the stakes are high. They learn to depend on one another rather than depending exclusively on the authority of the teacher. They learn to construct knowledge as it is constructed in the academic disciplines and professions.\(^{20}\)

According Jo McDonough and Christopher Shaw, the advantages of collaborative learning are:\(^{21}\)

a. Flexibility, the students are frequently ‘observer’ of others, and work to an externally imposed pace. In small group and pair work, on the other hand, the

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\(^{21}\) Jo McDonough and Christopher Shaw, *Materials and...* p. 203
possibility of and individual learning preferences being engaged is correspondingly increased.

b. Collaborative learning is potentially dynamic, in that there are a number of difference people to react it, to share ideas with and so on; exchange of information is sometimes more ‘natural’ in smaller scale interaction.

c. Different tasks can be assigned to different group; this may lead to a cohesive whole class environment if these tasks can be fitted together. Alternatively, a teacher working with a mixed proficiency group may have the flexibility to allocate activities according to learner’s levels.

d. Each student has proportionally more chance to speak and therefore to be involved in language use. Because they are asked to have discussion during doing the tasks.

e. Collaborative learning can promote a positive atmosphere or ‘effective climate’ motivation is improved if learners feel less inhibited and more able to explore possibility self-expression, therefore collaboration in the classroom is encouraged.

Slavin quoted from Vygotsky describes the influence of collaborative activity on learning as follows:“functions are first formed in the collective in the form of relations among children and then become mental function for the individual. Furthermore, held that social-arbitrary knowledge-language, values, rules, morality, and symbol system (such as reading and math)-can be learned only interaction with others.”

Collaborative learning classes are often more enjoyable and relaxed than traditional classes. This creates a positive learning environment. As a result, academic achievement increases for all students. In addition, collaborative learning can help address the needs of heterogeneous classes. And, the most important, collaborative learning offers a wide variety of techniques and strategies for teachers that have been elaborated by the writer above.

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22 Robert Slavin, *Cooperative..., p. 17*
5. The Disadvantages of Collaborative Learning

Moreover, there are many advantages of collaborative learning, but there are disadvantages of collaborative learning as follows:

a. It takes much time to organize the group. The teacher should maximize the groups that combine all the students that have different culture, educational background and motivation.
b. Students are not all involved or on task, teacher should assign specific task to all students.
c. Groups are too noisy. Have students move closer together.
d. Members act out. Use motivation to hold each person responsible for his action, for example, remind students that their participation in the group and their individual work are both being graded.
e. Work is slow or incomplete. Work with students to set specific goals each day; have students create a timeline for their project and stick to it.

6. Teacher’s Role in Collaborative Learning

The role of teacher in collaborative learning classroom and school is expanded considerably. compared to the role designated by traditional instruction and school organization. This expanded role includes the following functions, although not all of them will appear in each and every collaborative learning approach:

a. Conceive of the classroom as a system of small group as the functional learning units.
b. Redesign curricular materials to be appropriate for group-centered learning that requires collaboration instead of being exclusively at individuals.
c. Identify and locate a wide variety of resource for learning beyond textbook related assignments.

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23 http://www.thirteen.org/edonline/concept2class/coopecollab/index_sub3.html (Wednesday, September 17, 2008: 10:05)

d. Involves students groups in planning their topics of study and the process of their work.

e. Monitor groups to assure free exchange of information, mutual helping, and maximum participation by all members within the group.

f. Helps group to reflect on the interactions among their members and to receive feedback from one another on their performance as group members. In order to enable groups to develop and become more congenial and effective.

g. Select the collaborative learning approach for the curricula to be studied combine or integrate two or more methods, as circumstances require affording students the best possible means for pursuing the study of subject at heard.

h. Advise students groups in the selection of creative means for organizing and presenting their work to their peers to the teacher for evaluation.

i. Participate in one or more teams of teachers who plan and implement collaborative learning approaches in them decision making about instruction on a school wide basis.

Meanwhile the role of the collaborative learning as Wendy McDonell elaborates, as follows:\

a. The teacher as Inquerer

The collaborative learning teacher needs to know the learner. Collaborative language teachers are also believe that the second language learner has the ability to learn. They acknowledge learner potential, expecting learner to be successful. However, CL teachers believe that not only the learner can learn but also that the teacher can learn as well. This mind-set affects the learning process and has an empowering effect on all involved. With this kind of teacher orientation, there are no inhibiting factors to prevent success.

b. The Teacher as Creator

Since the collaborative learning classroom is process oriented, teachers interested in effective group work must realize that the learning environment is highly structured and well organized. Keys for structuring a successful

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25 Carolyn Kessler (ed), Cooperative ..., pp.163-171
collaborative learning classroom are found in creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.

c. The Teacher as Observer

Observation is the basis of decision making about each learner's progress. It also provides the rationale for specific programming. Observation is an integral part of the teaching process. Collaborative small-group learning provides the teacher with the opportunity to observe, reflect, and intervene in supportive ways.

d. The Teacher as Facilitator

The role of facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role. Effective facilitators are prepared to intervene and to assist in the problem-solving process. They support and encourage learner's desire to learn.

e. The Teacher as Change Agent

The collaborative learning teacher observes the learner and the learning process in the small-group setting. This looking again and again with an informed eye at what is happening in the classroom is part of the teacher-as-researcher process. From these observation comes a desire to know more. Problems become question to investigate and opportunities to learn.

This process of questioning results in teachers becoming learners. Attention is now focused on what teachers have learned rather than simply what they have taught. In this collaborative community all are learning. Teachers are asking questions of the students and of themselves in order to learn.

As a result of this observing, questioning, and learning, we find a more complete teacher. We find a teacher who knows and does. More importantly, as a result of having studied learners and the classroom environment, teachers have begun to examine themselves as part of the context and the way they teach. Such teacher inquiry lends itself to educational reform within.
7. Students’ Role in Collaborative Learning

Students also assume roles in the classroom; their major roles are collaborator and active participator. It is useful to think how these new roles influence the processes and activities students conduct before, during, and after learning. For example, before learning, students set goals and plan learning tasks; during learning, they work together to accomplish tasks and monitor their progress; and after learning, they assess their performance and plan for future.

Collaborative learning requires students to interact and rely on others and themselves to accomplish a task. These interactions may be structured formally, with each student being assigned a specific and defined role in the group, or informally, with students collaborating to accomplish the task.26

Meanwhile, as a mediator, the teacher helps students to fulfill their new roles. They are as follows:27

a. Goal setting

Students prepare for learning in many ways, especially important is goal setting, a critical process that helps guide before-, during-, and after- learning activities. When students collaborate, they should talk about their goals. Although teachers still set goals for students, they often provide students with choices.

b. Designing learning task and monitoring

While teachers plan task general learning tasks, students assume much more responsibility in a collaborative classroom for planning their own learning activities.

Self-regulated learning is important in collaborative classroom. Students take responsibility for monitoring, adjusting, self-questioning each other students can further develop their self-regulating abilities when each groups shares its ideas with other groups and gets feedback from the.

c. Assessment

While teachers have assumed the primary responsibility for assessing students performance in the past, collaborative classroom view assessment much broadly.

26 Teresa Walter, Teaching... p. 102

27 http://teaching.berkeley.edu/bgd/collaborative.html (Wednesday, September 17,2008: 10:05)
That is, a major goal is to guide students from the earliest school years to evaluate their own learning. Thus, a new responsibility is self-assessment, where students evaluate their own learning from their experience with group evaluation.

C. Hypothesis of the Study

This study is to answer such a question “is there difference on students’ reading score between before and after using collaborative learning approach?” To get the answer the writer proposes alternative hypothesis (Ha) and Null Hypothesis (Ho) as below:

Ha: There is a significant difference on students’ reading score before and after using collaborative learning approach.

Ho: There is no significant difference on students’ reading score before and after using collaborative learning approach.
CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Purpose of the Research

The purpose of the research is to know the improvement of the students' score of the reading after being taught by collaborative learning approach at the eighth grade of SMP Islam Nur Insan Tangerang.

2. Place and Time of the Research

The research was held at SMP Islam Nur Insan Tangerang which is located at Jln. Karyawan III / IV Karang Tengah, Tangerang. The research started on November 06, 2008 till December 04, 2008.

3. Method of the Research

In this research, the writer used pre-experimental method by using “one-group pretest and posttest design” where the students would be given a pretest before starting the treatment at the eighth grade of SMP Islam Nur Insan-Tangerang.

The students were taught reading by using collaborative learning approach in the classroom activities. Collaborative learning gave students opportunity to share their knowledge with the friends in the class. They are divided into small groups.

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This treatment was carried out for six meetings. The procedures of teaching during the classroom as follows:

a. The teacher greet by saying "Good Morning, students! How are you today?"

b. The teacher gave motivation to the students by asking the actual news on television and the teacher asked them to give the comments.

c. The teacher made heterogenous group by counting the students 1, 2, 3, 4 until 5, then the students gather with their group gained.

d. The students discussed the task with their group. Each of them gave the ideas and information that he/she has got from the text.

e. The teacher monitors the student’s activities in their group during the discussion.

f. The teacher checked the group task and instructs the students to give their comment about their project.

g. The teacher gave the opportunity to the students about their obstacles during the learning activities.

h. The teacher explained the students’ question.

i. The teacher closed the material and gave the students homework.

At the end of treatment, the writer gave the students a test, which is called posttest. Towards the ends, the score of pretest and posttest would compare in order to find the answer for the research question.

4. Instruments of the Research

In this research, the writer used reading test to know whether there is difference of students’ score in reading before and after using collaborative learning approach. The material of the test will be taken from the students’ handbook and other related book about reading passage.

The test was divided into two parts. The first was pretest. It had been given before the treatment and the second one was posttest. It was given after the writer had given the treatment to the class.
1) Conceptual Definition

Reading is an extremely complex activity. It is involving combination of linguistic and cognitive abilities. Relating to linguistic abilities, reading involves the recognition of letters, words, phrases, and clauses. It also needs some aspects of language competences such as vocabulary, structure, spelling and pronunciation. It has been discussed in preceding chapter.

2) Operational Definition

Operational definition of reading test is reading passage which is covered by some items that can be answered by the students in the pretest and posttest. Hence, the writer would operate the students’ score of the test as the instrument of the research.

3) Specification

Table 3.1
Specification of reading test

<table>
<thead>
<tr>
<th>No</th>
<th>Theme</th>
<th>Items Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting information of the passage</td>
<td>1, 2, 3, 4, 5, 7, 8, 12, 13, 14, 21, 22</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>Find the main idea of the passage</td>
<td>9, 10, 23</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>True and False of the sentences based on the passage</td>
<td>16, 17, 18, 19, 20</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Reference</td>
<td>15, 24</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Synonym</td>
<td>11, 25</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Identifying Cause and Effect</td>
<td>26, 27, 28, 29, 30</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total items</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

5. Population and Sample of the Research

The object of the research is the eighth grade of SMP Islam Nur Insan Tangerang. The eighth grade of this school consists of 34 students. The writer did not take the total population as sample. It was taken only 30 students of the eighth grade for the sample.
6. Procedures of Collecting Data

Considering that the kinds of the research of the study are pre-experimental study, the writer has three steps that would be followed. The first step is giving students a pretest before they are taught by collaborative learning. The second step is applying the collaborative learning in reading activities. Then, as a final step, the writer gave the students a posttest.

7. Techniques of Data Analysis

To find out how significant the increase of students’ reading skill using collaborative approach, the writer used a statistical calculation of t-test to determine the final calculation of \( t_0 \) (t observation) that is done to measure last score of the research test.

The formula that used is\(^2\):

\[
t_0 = \frac{MD}{SE_{MD}}
\]

\(MD\) = mean of differences; the average score from the differences gain scores between \( Y_1 \) and \( Y_2 \) variable, which are calculating with the formula:

\[
MD = \frac{\sum D}{N}
\]

\(\sum D\) = the total score between \( Y_1 \) and \( Y_2 \) variable, \( D \) is gained with the formula:

\[
D = Y_1 - Y_2
\]

\(N\) = total of students

\(SE_{MD}\) = the standard error from mean of differences which is gained with the formula:

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\(SD_D\) = the standard deviation from the difference between scores of variable \( Y_1 \) and variable \( Y_2 \) which is gained with the formula:

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\[ SD_0 = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

### B. Research Findings

#### 1. Description of Data

After conducting the research, the writer obtained two kinds of data; the scores of the pretest and the scores of posttest.

a. The pretest scores (X)

<table>
<thead>
<tr>
<th>Student (N)</th>
<th>Score Pretest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>86</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>83</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
</tr>
<tr>
<td>9</td>
<td>66</td>
</tr>
<tr>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>11</td>
<td>83</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>53</td>
</tr>
<tr>
<td>15</td>
<td>53</td>
</tr>
<tr>
<td>16</td>
<td>46</td>
</tr>
<tr>
<td>17</td>
<td>63</td>
</tr>
<tr>
<td>18</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>20</td>
<td>73</td>
</tr>
<tr>
<td>21</td>
<td>56</td>
</tr>
<tr>
<td>22</td>
<td>46</td>
</tr>
<tr>
<td>23</td>
<td>66</td>
</tr>
<tr>
<td>24</td>
<td>53</td>
</tr>
<tr>
<td>25</td>
<td>83</td>
</tr>
<tr>
<td>26</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>28</td>
<td>66</td>
</tr>
</tbody>
</table>
Based on the table of the results on pretest, the writer calculated the result of variable X ($\Sigma X$) is 1850, and sought the mean score of variable X, the higher score, and lower score of the students pretest with formula.

- $\frac{\sum X}{N} = \frac{1850}{30} = 61.66$ (Mean score)
- The higher score = 86
- The lower score = 23

Pretest result
- $P = \frac{F \times 100}{N}$
  - $P$ = Percentage
  - $F$ = Frequency
  - $N$ = Number of sample

Ratio (R) is the highest score (H) minus the lowest score (L)

$$ R = \frac{H - L + 1}{C} $$

$$ = \frac{86 - 23 + 1}{6} $$

$$ = \frac{64}{6} $$

Number of class (C)

$$ C = 1 + (3.3) \log n $$

$$ = 1 + (3.3) \log 30 $$

$$ = 1 + (3.3) (1.477712) $$

$$ = 5.87450 $$

$$ = 6 \text{ classes} $$

Interval (I) = $\frac{R}{C} = \frac{64}{6} = 10.6 = 11$
Table 3.3
Frequency and percentage of the pretest result

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Midpoint (xi)</th>
<th>F. xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>76-87</td>
<td>6</td>
<td>20%</td>
<td>81.5</td>
<td>489</td>
</tr>
<tr>
<td>64-75</td>
<td>7</td>
<td>23%</td>
<td>69.5</td>
<td>486.5</td>
</tr>
<tr>
<td>52-63</td>
<td>12</td>
<td>40%</td>
<td>57.5</td>
<td>690</td>
</tr>
<tr>
<td>40-51</td>
<td>3</td>
<td>10%</td>
<td>45.5</td>
<td>136.5</td>
</tr>
<tr>
<td>28-39</td>
<td>0</td>
<td>0%</td>
<td>33.5</td>
<td>0</td>
</tr>
<tr>
<td>16-27</td>
<td>2</td>
<td>7%</td>
<td>21.5</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
<td></td>
<td>(\sum F. xi = 1845)</td>
</tr>
</tbody>
</table>

Mean = \(\frac{\sum F. xi}{N} = 1845 = 61.5\)

N = 30

b. The posttest score (Y)

Table 3.4
The result of the students’ posttest

<table>
<thead>
<tr>
<th>Student (N)</th>
<th>Score Posttest (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>93</td>
</tr>
<tr>
<td>2</td>
<td>76</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
</tr>
<tr>
<td>4</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>73</td>
</tr>
<tr>
<td>8</td>
<td>53</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
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<td>11</td>
<td>86</td>
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<td>46</td>
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<td>14</td>
<td>76</td>
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<tr>
<td>15</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>73</td>
</tr>
<tr>
<td>18</td>
<td>83</td>
</tr>
<tr>
<td>19</td>
<td>56</td>
</tr>
<tr>
<td>20</td>
<td>86</td>
</tr>
<tr>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>66</td>
</tr>
<tr>
<td>23</td>
<td>70</td>
</tr>
</tbody>
</table>
Based on the table of the results on posttest, the writer calculates the result of variable Y ($\Sigma Y$) which is 2189, and seeks the mean score of variable Y, the higher score, and the lower score of the students' pretest using formulas:

- $MY = \frac{\sum Y}{N} = \frac{2189}{30} = 72.96$ (Mean score)

- The higher score = 93
- The lower score = 46

Posttest result

$P = \frac{F \times 100}{N}$

$P$ = Percentage

$F$ = Frequency

$N$ = Number of samples

Ratio ($R$) is the highest score ($H$) minus the lowest score ($L$)

$R = H - L + 1$

$= 93 - 46 + 1$

$= 48$

Number of class ($C$)

$C = 1 + (3.3) \log n$

$= 1 + (3.3) \log 30$

$= 1 + (3.3) (1.47712)$

$= 5.87450$

= 6 classes

Interval ($I$) = $\frac{R}{C} = \frac{48}{6} = 8$
Table 3.5
Frequency and percentage of the posttest result

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Midpoint (xi)</th>
<th>F. xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-94</td>
<td>6</td>
<td>20%</td>
<td>90</td>
<td>540</td>
</tr>
<tr>
<td>77-85</td>
<td>2</td>
<td>7%</td>
<td>81</td>
<td>162</td>
</tr>
<tr>
<td>68-76</td>
<td>16</td>
<td>53%</td>
<td>72</td>
<td>1152</td>
</tr>
<tr>
<td>59-67</td>
<td>2</td>
<td>7%</td>
<td>63</td>
<td>126</td>
</tr>
<tr>
<td>50-58</td>
<td>3</td>
<td>10%</td>
<td>54</td>
<td>162</td>
</tr>
<tr>
<td>41-49</td>
<td>1</td>
<td>2%</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
<td></td>
<td>∑F.xi=2187</td>
</tr>
</tbody>
</table>

Mean = \( \frac{\sum F.xi}{N} = \frac{2187}{30} = 72.9 \)

b. The comparison between the pretest and posttest score.

After finding the score of the students’ pretest and posttest, the writer compared the result of the test by using t-test formula:

\[
 t_o = \frac{MD}{SEMD} 
\]

Table 3.6
The result of the students’ English pretest and posttest

<table>
<thead>
<tr>
<th>Student (N)</th>
<th>The score of pretest (X)</th>
<th>The score of posttest (Y)</th>
<th>D = (X-Y)</th>
<th>D² = (X-Y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>86</td>
<td>93</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
<td>76</td>
<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
<td>66</td>
<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>4</td>
<td>86</td>
<td>90</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
<td>70</td>
<td>-17</td>
<td>289</td>
</tr>
<tr>
<td>6</td>
<td>83</td>
<td>76</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>73</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>63</td>
<td>53</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>66</td>
<td>70</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>43</td>
<td>70</td>
<td>-27</td>
<td>729</td>
</tr>
<tr>
<td>11</td>
<td>83</td>
<td>86</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>56</td>
<td>0</td>
<td>0</td>
</tr>
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<td>13</td>
<td>23</td>
<td>46</td>
<td>-23</td>
<td>529</td>
</tr>
<tr>
<td>14</td>
<td>53</td>
<td>76</td>
<td>-23</td>
<td>529</td>
</tr>
<tr>
<td>15</td>
<td>53</td>
<td>73</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>16</td>
<td>46</td>
<td>70</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>17</td>
<td>63</td>
<td>73</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>18</td>
<td>76</td>
<td>83</td>
<td>-7</td>
<td>49</td>
</tr>
<tr>
<td>19</td>
<td>26</td>
<td>56</td>
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<td>900</td>
</tr>
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<td>-13</td>
<td>169</td>
</tr>
<tr>
<td>21</td>
<td>56</td>
<td>70</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>22</td>
<td>46</td>
<td>66</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>23</td>
<td>66</td>
<td>70</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>24</td>
<td>53</td>
<td>70</td>
<td>-17</td>
<td>289</td>
</tr>
<tr>
<td>25</td>
<td>83</td>
<td>86</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>26</td>
<td>70</td>
<td>86</td>
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<td>256</td>
</tr>
<tr>
<td>27</td>
<td>73</td>
<td>76</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>28</td>
<td>66</td>
<td>70</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>63</td>
<td>83</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>30</td>
<td>56</td>
<td>70</td>
<td>-14</td>
<td>196</td>
</tr>
</tbody>
</table>

N = 30  \[ \Sigma X = 1850 \]  \[ \Sigma Y = 2189 \]  \[ \Sigma D = -373 \]  \[ \Sigma D^2 = 6643 \]

**Note:**

- \( N \) = Number of students
- \( X \) = the score of pretest
- \( Y \) = the score of posttest
- \( \Sigma X \) = the total score of \( X \)
- \( \Sigma Y \) = the total score of \( Y \)
- \( \Sigma D \) = the total of difference
- \( \Sigma D^2 \) = the total of quadrate difference

Based on the data in table 3.4, the writer calculated the result of \( \Sigma D = -373 \) and \( \Sigma D^2 = 6643 \). Then, the writer tried to find out the standard deviation with formula:

\[
SD_D = \sqrt{\frac{\Sigma D^2}{N}} - \left[ \frac{\Sigma D}{N} \right]^2
\]

\[
= \sqrt{\frac{6643}{30}} - \left[ \frac{-373}{30} \right]^2
\]

\[
= \sqrt{221.43} - [12.43]^2
\]

\[
= \sqrt{221.43} - 154.50
\]

\[
= \sqrt{66.93}
\]

**SD_D = 8.18**
To find out the mean of differences (MD) between variable X and Y, the writer used formula:

\[ MD = \frac{\sum D}{N} \]

\[ = \frac{-373}{30} \]

\[ MD = -12.43 \]

After finding the result of SD(D), the writer can seek \( SE_{MD} \) (the standard error from mean of differences which is gained with the formula):

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

\[ = \frac{8.18}{\sqrt{30-1}} \]

\[ = \frac{8.18}{\sqrt{29}} \]

\[ = 1.52 \]

The last calculation is determining the result of \( t_o \) (t observation) that is done to measure last score of the research test with formula:

\[ t_o = \frac{MD}{SE_{MD}} \]

\[ = \frac{-12.43}{1.52} \]

\[ t_o = -8.17 \]

The last result -8.17 indicates that there is a difference of degree as much as -8.17. Regardless the minus it does not indicate negative score.

Then to complete the result of the research, the writer tries to find out the degree of freedom (df) with formula:

\[ df = N-1 \]

\[ df = 30-1 \]
$df = 29$ (see table of "t" values at degree of significance of 5 % and 1 %).

At the degree of significance of 5 % = 2.04
At the degree of significance of 1 % = 2.76

The result of analyzing the data by using the formula above shows that the coefficient is 8.17. This means that there is a significant increase in students' reading scores by using collaborative learning.

2. Interpretation of Data

Based on the data collected from the test gained from the pretest and posttest has showed the mean scores of posttest after using collaborative learning in reading activities was 72.96 while the mean score of pretest before using collaborative learning was 61.66.

From explanation above about the analysis of the result, we can see that the collaborative learning approach to improve students' reading skill is adequate success. It can be seen on the table above.

3. The Hypothesis Testing

The writer states the hypothesis as follows = (1) $H_a$ = "There is a significant difference on students' reading score before and after using collaborative learning approach", (2) $H_0$ = "There is no significant difference on students' reading score before and after using collaborative learning approach".

According to Sudjono, if the result of calculation $t_o$ (t observation) is higher than $t_t$ (t table), $t_o > t_t$; so the null hypothesis is rejected. It means that there is a significant difference on students' reading score before and after using collaborative learning approach, and if the result calculation $t_o$ (t observation) is lower than $t_t$ (t table), $t_o < t_t$; so the null hypothesis ($H_0$) is accepted.3

As stated above, the result of the statistic calculation indicates that the value of $t_o$ is 8.17 and the value of $df (30-1=29)$ on degree of significance of 5 % and 1 % are 2.04 and 2.76. Comparing the $t_o$ with each values of the degree of significance, the result is $2.04 < 8.17 > 2.76$.

3 Anas Sudjono, *Pengantar*... p. 328
Since \( t_n \) which is obtained from the result of calculating is higher than the \( t_c \), so the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. CONCLUSION

Derived from the result of the analysis of the research, the value of “t_o” (t observation) is 8.17 and the value of “t_t” (t table) from the df (29) on degree of significance of 5% and 1% are 2.04 and 2.76. It means that the value of t_o is higher than the value of t_t. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

It can be said that there is significant increase in students’ score after being taught by using collaborative learning approach. It also can be concluded that by using collaborative learning in reading activities to the students of SMP Islam Nur Insan Tangerang is successful.

B. SUGGESTION

There are some suggestions that can be given in relation to the writer’s conclusion. This study would like to propose the following suggestion for the School Principal, teacher, and further researchers.

As the decision maker, the school principal has the authority to improve the teacher quality in teaching and learning activities. Furthermore, the teachers are suggested to use varied strategies in their teaching and learning activities. In this case, the teachers can use collaborative learning to improve the students’ reading skill in their classroom.
case, the teachers can use collaborative learning to improve the students’ reading skill in their classroom.

Finally, the suggestion will deliver as a basic data and useful information for the next researchers who are interested in developing similar study in the future, such as different field, and with more deeply problem to be discussed.
BIBLIOGRAPHY


Walter, Teresa, _Teaching English Language Learners_, New York: Pearson Education, Inc, 2004

http://teaching.berkeley.edu/bgd/collaborative.html

http://www.gdrc.org/kmgmt/c-learn/strategies.htm

http://www.gdrc.org/kmgmt/c-learn/what-is-cl.htm

http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub3.html
APPELLICES
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

SMP/MTs : SMP Islam Nur Insan Tangerang  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII (Delapan) / I (Satu)  
Pertemuan ke : I (Satu)  
Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar  
Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.  
Indikator : Siswa mampu:  
- Menyatakan pendapat tentang topic yang dibahas dalam reading teks  
- Menguraikan dengan bahasa sendiri tentang apa yang diperoleh / ditangkap dari reading teks yang telah dibaca  
- Menanggapi secara lisan tentang hal-hal yang menarik dalam reading teks.  
Tema : Would you mind not feeding the animals?  
Aspek/Skill : Membaca  
Alokasi waktu : 2 x 40 menit  

b) Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Kegiatan Pendahuluan</td>
<td>15 Menit</td>
</tr>
<tr>
<td>1. Guru mengucapkan salam kepada siswa dan menyapa siswa dengan mengucapkan “Good Morning, students!” dan menanyakan kabar “How are you today”?</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberi motivasi kepada siswa dengan menanyakan berita-berita yang sedang hangat dibicarakan kemudian memberikan komentar terhadap berita</td>
<td></td>
</tr>
</tbody>
</table>
tersebut dan menghubungkan berita tersebut dengan materi yang akan dibahas yaitu *Would you mind not feeding the animals?*

3. Guru membuat kelompok heterogen dengan cara menghitung siswa 1, 2, 3 sampai 5 kemudian siswa membentuk kelompok sesuai dengan nomor yang mereka dapatkan.

b) Kegiatan Inti

4. Guru membagikan *hands out* berupa reading teks yang berisi beberapa pertanyaan.

5. Siswa secara berkelompok mengerjakan soal-soal dalam reading teks tersebut, yaitu mengerjakan 5 pertanyaan tentang menemukan informasi-informasi yang mereka dapat dalam teks tersebut, kemudian didiskusikan bersama.

6. Masih dalam reading teks yang sama, siswa secara berkelompok mendiskusikan 10 pertanyaan essay dengan cara masing-masing siswa mengungkapkan informasi-informasi yang mereka dapat dalam teks tersebut, salah seorang siswa menulis informasi-informasi tersebut, apakah informasi tersebut ada kaitannya dengan soal essay yang diberikan.

7. Guru memonitor aktivitas siswa dalam kelompok selama proses pembelajaran berlangsung.

8. Guru membahas reading teks tersebut dan menginstruksikan kepada siswa untuk mengungkapkan secara lisan tentang informasi-informasi yang didapat dalam teks tersebut.

c) Kegiatan Penutup

9. Guru memberikan kesempatan kepada siswa untuk mengungkapkan kesulitan-kesulitan dan hambatan yang dialami selama proses pembelajaran.

10. Guru menjelaskan pertanyaan-pertanyaan tersebut dan menugaskan siswa untuk mencari jenis teks yang sama dengan materi dibahas (teks *descriptive*)

11. Guru memberi *reward* dan menutup kegiatan belajar mengajar (KBM)

Sumber Pembelajaran

❖ Sumber

a) Syllabus

- **Media**
  - Whiteboard
  - Marker
  - Hands out

- **Penilaian**
  a) Teknik: Tes tulis
  b) Bentuk: Menjawab pertanyaan-pertanyaan dari teks fungsional pendek berbentuk *descriptive*
  c) Instrumen: Terlampir
Borobudur Temple

Borobudur is a great Buddhist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in the 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologists in the early 20th century.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high consists of eight steps like stone terrace, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper there are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4,8 km (some 3 mil) of passages and stairways. The design of Borobudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.

A. Find the paragraph where you find the following information.

<table>
<thead>
<tr>
<th>No</th>
<th>Information</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The physical description of Borobudur</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The location of Borobudur</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The design of Borobudur</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The organization aided Borobudur</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The construction that influenced of Borobudur</td>
<td></td>
</tr>
</tbody>
</table>

B. Answer these questions.

1. Where is Borobudur located?
2. What dynasty was built Borobudur?
3. When Borobudur did was built?
4. How much terraces in Borobudur?
5. What architectures that influenced Borobudur?
6. Terraces of Borobudur were surrounded by...
7. The design of Borobudur, a temple-mountain symbolizing the structure of?
8. When was borobudur rededicated as an Indonesian national monument?
9. Who was aided borobudur rededicated?
10. Borobudur is a temple for religion of?
RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)

SMP/MTs : SMP Islam Nur Insan Tangerang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1 (Satu)
Pertemuan ke : 2 (Dua)

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar : 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

Indikator : Siswa mampu:
- Memberikan definisi tentang jenis teks yang dibahas
- Menyebutkan main idea atau ide pokok dalam teks
- Mempresentasikan main idea atau ide pokok yang didapat dalam teks

Tema : This is the Biggest Flower?
Aspek/Skill : Membaca
Alokasi waktu : 2 x 40 menit

I. Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Kegiatan Pendahuluan</td>
<td>10 Menit</td>
</tr>
<tr>
<td>1. Guru memberikan salam kepada siswa dengan mengucapkan “Hello, students, Good Morning”!</td>
<td></td>
</tr>
<tr>
<td>2. Guru memotivasi siswa dengan menanyakan hal-hal yang menarik yang mereka alami mulai dari tadi malam hingga berangkat kesekolah.</td>
<td></td>
</tr>
<tr>
<td>3. Guru menanyakan kepada siswa tentang pelajaran yang lalu</td>
<td></td>
</tr>
<tr>
<td>b) Kegiatan Inti</td>
<td></td>
</tr>
<tr>
<td>4. Guru menginstruksikan kepada siswa untuk mengambil secara kertas dan menulis nama mereka masing-masing</td>
<td></td>
</tr>
</tbody>
</table>
5. Siswa menulis nama mereka masing-masing, kemudian melipat dan mengumpulkan kertas tersebut untuk diundi masuk kedalam kelompok mana, setiap kelompok terdiri dari 4-5 orang.

6. Guru mendistribusikan hands out yang berisikan teks dan beberapa pertanyaan.

7. Siswa secara lisan mengungkapkan dengan gaya bahasanya sendiri tentang main idea atau ide pokok yang terdapat dalam teks.

8. Setiap siswa mencatat ide pokok-ide pokok yang diungkapkan anggota kelompoknya, kemudian di"share" dengan teman sekelompok.

9. Setiap kelompok menunjuk salah seorang (perwakilan) untuk berdiri mempresentasikan hasil diskusi mereka.


c) Kegiatan Penutup

11. Siswa diberi kesempatan untuk menanyakan materi yang belum jelas.


---

<table>
<thead>
<tr>
<th>60 Menit</th>
</tr>
</thead>
</table>

---

**Sumber Pembelajaran**

- **Sumber**
  - Syllabus

- **Media**
  - Whiteboard
  - Marker
  - Hands out

- **Penilaian**
  - Teknik: Tes tulis
  - Bentuk: Menjawab pertanyaan-pertanyaan dari teks fungsional pendek berbentuk *descriptive*
  - Instrumen: Terlampir
Gunung Gede-Pangrango

Gunung Gede-Pangrango are the twin volcanoes of West Java. It is one of the first national park in Indonesia. It covers a total forested area of 15,000 hectares. It includes the Cibodas Nature Reserve.

Visitors can reach the park from Jakarta and Bandung. The main entrance of Cibodas is situated about 120 km, or about 2.5 hours by car, from Jakarta and 85 km, or about 2 hours by car, from Bandung. It is also accessible from Cipanas and Pacet through Gunung Putri, just east of Cibodas, and from Sukabumi through Selabintana from the south at about 60 km, or 1.5 hours by car, from Bogor. Another entrance is at Situgunung. You can reach it through Cisaat, just west of Sukabumi. From these entrances (except from Situgunung) there are trails to the tops of Gunung Gede and Pangrango.

What to Bring/Where to Stay

You need to bring cool-weather clothing, rain coats, strong shoes for hiking, and camping equipment. Visitors have also to bring their own food, especially if they want to stay overnight in the park. Accommodation in the park is in simple guesthouses. The park also provides some camping grounds, including one at Alun-alun Suryakencana, a flat area near the top of Gunung Gede. There are many hotels, villas and bungalows in the Puncak Pass-Cipanas area. This area is quite close to the headquarters of the park.

Activities

Among the mountains in West Java, the twin volcanoes Gede-Pangrango are very famous for hiking and mountain climbing. There are four trails to go up to tops of the mountains; two trails are from Cibodas, one from Gunung Putri and another one from Selabintana, Sukabumi. Climbing the mountains and watching the sunrise from the top or the crater wall of Gunung Gede are the most exciting attractions for visitors.

Adapted from www.virtualetourist.com

A. Read the text once again. What each paragraph tells us about?

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>It tells us about</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The width of the twin volcanoes</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
</tbody>
</table>

B. Answer the questions.

1. Where are the twin volcanoes located?
2. How far is Bandung to the volcanoes?
3. Where is Alun-alun Suryakencana located?
4. What kind of accommodations can visitors find in the park?
5. How many trails can you take to the tops of the mountains?
6. What can visitors do in Gunung Gede-Pangrango?
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTs : SMP Islam Nur Insan Tangerang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1 (Satu)
Pertemuan ke : 3 (Tiga)

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar : 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

Indikator : Siswa mampu:
- Menjawab pertanyaan-pertanyaan dalam teks
- Mendiskusikan kepada teman sekelompok tentang isi teks tersebut
- Memberikan argumentasi tentang informasi-informasi yang didapat pada teks

Tema : This is the Biggest Flower?
Aspek/Skill : Membaca
Alokasi waktu : 2 x 40 menit

Skenario Pembelajaran

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</tr>
<tr>
<td>2. Guru memotivasi siswa dengan mengulang materi yang telah lalu dan memberikan kesempatan pada siswa untuk bertanya tentang pelajaran yang telah lalu dan belum jelas.</td>
<td></td>
</tr>
</tbody>
</table>
b) Kegiatan Inti


4. Guru membagikan hands out yang memuat teks berjudul Tornados in Kansas yang berisi sejumlah pertanyaan (terlampir).

5. Siswa secara berkelompok mengerjakan hands out tersebut.

6. Setiap siswa mengeluarkan ide, pengetahuan dan informasi yang mereka tau atau dapat dalam teks untuk didiskusikan bersama.


c) Kegiatan Penutup

8. Guru mengulang kembali materi yang baru saja dibahas dan memberi kesempatan siswa untuk bertanya.

9. Guru menyimpulkan, menutup pelajaran dan memberi reward kepada kelompok yang paling aktif.

| 60 Menit |

Sumber Pembelajaran

❖ Sumber
- a) Syllabus
- b) Textbook: Smart Steps; The Smartest way to Learn English An English Textbook For Junior High School, Gameca, Ali Akhmadi and Ida Safrida.

❖ Media
- Whiteboard
- Marker
- Hands out

❖ Penilaian
- a) Teknik: Tes tulis
- b) Bentuk: Menjawab pertanyaan-pertanyaan dari teks fungsional pendek berbentuk descriptive
- d) Instrumen: Terlampir
Kansas is known for many things—wheat, sunflowers and tornadoes. What famous story set in Kansas features a tornado?

_The Wonderful Wizard of Oz_, by L. Frank Baum, tells the story of Dorothy, who gets caught in a Kansas tornado and lands in the imaginary Land of Oz. This story has been dramatized on stage and film. You might have seen the movie version, which stars Judy Garland as Dorothy.

Tornadoes are storms with rapidly rotating winds that form a funnel cloud. Also known as “twister”, they extend downward from the huge clouds of a severe thunderstorm. The winds that rotate within a tornado usually reach a speed of almost 300 miles per hour! A tornado often sweeps through an area quickly, but it can cause considerable destruction. There have been a number of remarkable reports of tornadoes. In one instance, a schoolhouse was demolished while the 85 students originally inside it were carried more than 400 feet with none a killed. There was also a case of five railway coaches, each weighing 70 tons, lifted from their tracks.

Choose the best answer by crossing a, b, c or d!

1. What is Kansas known for?
   a. wheat     b. potatoes   c. sunflowers   d. a and c are correct
2. How fast do the winds rotate within a tornado?
   a. 85 miles per hour  b. 400 miles per hour  c. 300 miles per hour  d. 70 miles per hour
3. Tornadoes are also known as....
   a. thunderstorms  b. typhoons  c. tempests  d. twisters
4. Which of the following statements is true?
   a. Eighty students died when a tornado struck their school
   b. A tornado lifted five heavy railroad coaches from their tracks
5. How many students in one instance a school house was demolished?
   a. 75 students   b. 85 students   c. 95 students   d. 100 students
6. Meanwhile, how far did it carry?
   a. 600 feet  b. 500 feet  c. 400 feet  d. 300 feet
7. The wonderful wizards of Oz were told by?
   a. Benjamin Franklin  b. John Adams  c. Edison  d. L. Frank Baum
8. Tornadoes are storms with rapidly rotating winds that form?
   a. a funnel cloud  b. winter  c. season dry  d. weather
9. There was also a case of five railway coaches, each weigh...
   a. 80 tons  b. 70 tons  c. 60 tons  d. 50 tons
10. A tornado often sweeps through an area quickly, but it can cause considerable...
    a. recycles  b. improvement  c. destruction  d. track
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTs : SMP Islam Nur Insan Tangerang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 1 (Satu)
Pertemuan ke : 4 (Empat)

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar : 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Indikator : Siswa mampu:
- Menyatakan pendapat secara lisan tentang isi teks
- Mengkombinasikan informasi-informasi yang didapat dalam teks dengan teman sekelompok untuk didiskusikan bersama
- Mendemonstrasikan hasil kerja kelompok didepan kelas

Tema : It wasn’t me
Aspek/Skill : Membaca
Alokasi waktu : 2 x 40 menit

Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Kegiatan Pendahuluan</td>
<td>10 Menit</td>
</tr>
<tr>
<td>1. Guru memberi salam dan menyapa siswa dengan mengucapkan “Good Morning, students”</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi kepada siswa dengan cara mengajak mereka sedikit sharing tentang hal-hal yang menarik atau membosankan selama belajar bahasa inggris.</td>
<td></td>
</tr>
</tbody>
</table>
b) Kegiatan Inti


5. Siswa mengerjakan hands out yang berisi sejumlah pertanyaan dengan mengkombinasikan hasil temuan (informasi-informasi) yang mereka dapat dalam teks untuk disiskusikan.


7. Guru membahas hasil kerja siswa dan memberi privileg (penghormatan) kepada kelompok yang presentasi lebih awal untuk menunjuk kelompok berikutnya yang akan tampil.

c) Kegiatan Penutup

8. Guru memberikan kesempatan kepada siswa untuk bertanya materi yang belum jelas.


10. Guru memberikan reward kepada kelompok yang paling aktif.

<table>
<thead>
<tr>
<th>Sumber Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sumber</strong></td>
</tr>
<tr>
<td>a) Syllabus</td>
</tr>
<tr>
<td><strong>Media</strong></td>
</tr>
<tr>
<td>▪ Whiteboard, Marker</td>
</tr>
<tr>
<td>▪ Hands out</td>
</tr>
</tbody>
</table>

### Penilaian

<table>
<thead>
<tr>
<th>Teknik: Tes tulis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentuk: Menjawab pertanyaan-pertanyaan dari teks fungsional pendek berbentuk <em>Recount</em></td>
</tr>
<tr>
<td>Instrumen: Terlampir</td>
</tr>
</tbody>
</table>
Traveling by Tube

Last summer, I went to London. I stayed in my friend’s house for few days.

One day, my friend, Michael, and I took a walk in the center of London. We wanted to try a tube to reach a place in London.

When we arrived at the railway station, we saw a lot of people. Most of them were commuters. Michael told me that many people lived in the suburbs and worked in London.

Thirty minutes before my tube left, we had to queue for ticket machines because we didn’t have the correct change. However, some people didn’t buy tickets every morning. They preferred to use season tickets.

After we had the tickets, we showed them to the collector at the barrier. Then we stepped on to the descending escalator and in a short time we were in the platform waiting for the tube to come. At eight o’clock the tube came, and we got in it.

We finally reached at our destination. We quickly stepped out of the tube and went on to the escalator again. Then we walked away quickly from the underground station.

It was the first time for me to travel by tube. The ticket was not expensive but we truly enjoyed our trip.

A. Read each sentence. Write (T) if it is true. Write (F) if it is false.
___ 1. The writer stayed in his friend’s house for few months.
___ 2. The writer and Michael wanted to try escalator to reach a place in London.
___ 3. Many people lived in the suburbs and worked in London.
___ 4. They preferred to use commuter’s tickets.
___ 5. At five o’clock the tube came, they got in it.
___ 6. They finally didn’t reach at their destination.
___ 7. It was the first time for the writer to travel by tube.

B. Answer the questions.
1. When did the writer go last summer?
2. Where did the writer stay?
3. Whom did he take a walk in the centre of London with?
4. Who preferred to use season tickets?
5. What did the writer wait for in the platform?
6. How was the ticket?
7. Do you like traveling by train? Why?
Read the text carefully.

This is Salsa. Salsa is an Indian elephant, but now it lives in the National Zoo in Washington, D.C.

Salsa is young. It is 20 years old. It weighs up to 2500 kg and 2,1 m high at the shoulder. It may consume up to 200 kg of grass a day. It is fond of banana plants, gingers, and leaves of various plants.

Salsa doesn’t have sweat glands so it likes to cool off by rolling in a pond in the zoo. The mud that dries on its skin protects it from the sun. Salsa also likes taking a bath. It makes her fresh and relaxed. Mike, the zookeeper, helps Salsa take a bath. Mike does it everyday. He also feeds and talks to Salsa. Salsa likes this nice guy very much.

Find the paragraph where you find the following information.

<table>
<thead>
<tr>
<th>No</th>
<th>Information</th>
<th>Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The physical description of Salsa</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The things that Salsa likes to do</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The food Salsa likes to eat</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The person who takes care of Salsa</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The origin of Salsa</td>
<td></td>
</tr>
</tbody>
</table>

Read the text carefully.

Cibodas Botanic Garden

Cibodas Botanic Garden is situated 1300-1425 m high on the slopes of Mount Gede-Pangrango. It contains beautiful mountain scenery with impressive views across the Cipanas valley of West Java.

The Garden covers about 125 ha of wavy surface area, with large grassy expanses rocky coniferous areas, and valleys filled with tree ferns and waterfalls. Cibodas
Botanic Garden is a popular recreational center for the Greater Jakarta area as well as a research station for students and scientists studying tropical montane flora.

The Garden currently maintains a collection of 5831 living specimens from 1206 species. It also maintains a herbarium and seed museum for research, development and conservation purposes. The 4521 herbarium specimens from 1503 species consist of those collected from the Garden and from the Gede-Pangrango National Park which is annexed to the Garden. The 649 species in the seed museum are used as a reference for seed identification.

Facilities such as a guest house, library and nursery are available for scientists, research workers and students who wish to study the Garden and the mountain flora of Mount Gede-Pangrango.

(Adapted from: http://www.bogor.indo.net.id/kri/a.htm)

Choose the best answer based on the above text.

6. Cibodas Botanic Garden is located in......
A. West Sumatra  B. West Java  C. East Java  D. Greater Jakarta

7. The land area of the Garden is......
A. Flat  B. Round  C. Wavy  D. Square

8. How long the Garden covers?
A. 100 ha  B. 115 ha  C. 120 ha  D. 125 ha

9. What is the main idea of the first paragraph?
A. The location of Cibodas Botanic Garden
B. Cibodas Botanic Garden
C. The content of Botanic Garden
D. The facilities of Botanic Garden

10. What are the purposes of the herbarium and seed museum?
A. For research, development and conservation
B. For recreation or leisure
C. For protection of the plants
D. For maintaining the distinct species

11. “It contains beautiful mountain scenery with impressive…” The synonym of the word in italics is....
A. Boring  B. Large  C. Distant  D. Exciting

12. Which of the followings are not available in the Garden?
A. Hospital  B. Nursery  C. Library  D. Guest house
13. The 649 species in the seed museum are used as a reference for....
   A. Seed identification B. Self identification   C. Recreation D. Pleasure

14. The 4521 herbarium specimens from 1503 species consist of those collected from
   A. The Bogor Botanical Garden   B. The Gede-Pangrango National Park
   C. Mount Bromo D. Ragunan Center Park

15. The Garden currently maintains a collection of 5831 living specimens from 1206 species. It also maintains a herbarium and seed museum for research...

   The word ‘it’ (line 9) refers to...
   A. Bogor Botanic Garden   B. Cibodas Botanic Garden
   C. Bandung Botanic Garden D. Cisaat Botanic Garden

Read the text carefully.

A Necklace in the Grass

Joe Bennet was worried about his son. Robert was only six years old, but he had a serious problem. Robert needed an eye operation. Joe worked hard, but he didn’t have enough money to pay for it.

Joe was thinking about this as he left the office where he worked. He went to his second job at the sands Restaurant. Joe was a waiter at the Sands Restaurant on Thursday and Friday nights. On this Friday, Joe got to the restaurant early. He decided to sit in the sunshine behind the restaurant.

As Joe sat down, he saw something shiny in the grass. He walked over and picked it up. It was a beautiful diamond necklace. Joe looked at the necklace. He knew it was a valuable piece of jewelry. “This necklace could change my life,” Joe thought. He could sell it for a lot of money. Then he could pay for Robert’s operation.

Joe looked around. Nobody was watching him. He could put the necklace into his pocket, and no one would know.

“Taking this necklace isn’t stealing,” he said to himself. “After all, I can’t return the necklace to its owner. I don’t know who lost it.”

Joe could give the necklace to Michel Harris, the owner of the Sands Restaurant. Mr. Harris could check with his customers to see who was missing a necklace. But if Mr. Harris didn’t find the owner, who would keep the necklace?

“I need this necklace more than Mr. Harris does,” thought Joe. “My son needs this necklace.”
For several minutes, Joe held the necklace in his hand. “Robert would be so happy after his operation,” Joe thought.

But then Joe thought, “It’s true Robert would be happy, but I would feel like I stole the necklace”.

“I may be poor, but I am honest,” Joe said.

He walked into the restaurant and gave the necklace to Mr. Harris.

The next Thursday, Mr. Harris told him. “I found the owner of the necklace.”

“Oh, said Joe. “That’s good.”

“There’s more, said Mr. Harris. “The owner, Elizabeth Hardwick, was very happy to have the necklace back. Her grandmother gave it to her.”

Mr. Harris gave Joe an envelope. “Ms. Hardwick asked me to give you this.”

Joe opened the envelope and saw a check for $5,000. He couldn’t believe it. This money could help pay for his son Robert’s operation!

Read each sentence. Cross (T) if it is true. Cross (F) if it is false.

16. Joe finds a necklace, returns it, and gets a lot of money. T F
17. Joe owns the Sands Restaurant T F
18. Joe doesn’t think the necklace is valuable T F
19. Mr. Sands finds the necklace’s owner T F
20. Joe works jobs because his son needs an eye operation. T F

Choose the correct answer by crossing A, B, C or D!

21. Who is Joe Bennett’s son?
   A. Robert   B. Ms. Hardwick   C. Mr. Harris   D. Elizabeth

22. Why Joe Bennet was worried about his son?
   A. Because he needed an eye operation
   B. Because he is very bad
   C. Because he had a lot money
   D. Because he sold jewelry

23. The third paragraph tells us about....
   A. Joe found money
   B. Joe found a valuable jewelry
   C. He stole the jewelry
   D. He bought vegetables

24. The word his in line 5 refers to...
   A. Robert   B. Mr. Harris   C. Joe   D. Elizabeth
25. He knew it was a **valuable** piece of jewelry. The synonym of valuable is...

A. Cheap  
B. money  
C. jewelry  
D. expensive

### Identifying cause and effect.

**Example:** Robert can’t see very well *because* he needs an eye operation

<table>
<thead>
<tr>
<th>Effect</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Joe works two jobs <em>because</em> (.....)</td>
<td>a. he got to the restaurant early</td>
</tr>
<tr>
<td>27. Joe has time to sit in the sunshine <em>because</em> (....)</td>
<td>b. nobody was watching him</td>
</tr>
<tr>
<td>28. Joe could keep the necklace <em>because</em> (.....)</td>
<td>c. he needs money for his son’s operation</td>
</tr>
<tr>
<td>29. Joe decides not to keep the necklace <em>because</em> (....)</td>
<td>d. her grandmother gave it to her</td>
</tr>
<tr>
<td>30. Ms. Hardwick is happy to get the necklace <em>because</em> (.....)</td>
<td>e. he is an honest man</td>
</tr>
</tbody>
</table>

=GGOOD LUCK=
KUNCI JAWABAN

1. Paragraph 2
2. Paragraph 3
3. Paragraph 2
4. Paragraph 3
5. Paragraph 1
6. B
7. C
8. D
9. A
10. A
11. D
12. A
13. A
14. B
15. B
16. T
17. F
18. F
19. T
20. T
21. A
22. A
23. B
24. C
25. D
26. C
27. A
28. B
29. E
30. D
### Appendix 3

Nukilan Tabel Nilai “t” Untuk Berbagai df.

<table>
<thead>
<tr>
<th>$df$ atau $db$</th>
<th>Harga Kritik “t” Pada Taf Taraf Signifikansi:</th>
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<table>
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<tr>
<th>$df$ atau $db$</th>
<th>Harga Kritik “t” Pada Taf Taraf Signifikansi:</th>
</tr>
</thead>
<tbody>
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<tr>
<td>1000</td>
<td>1,96</td>
</tr>
</tbody>
</table>
Nama: ........................

1. Bagaimana proses pembelajaran bahasa inggris, khususnya reading yang anda dapat selama ini dikelas?

2. Apa manfaat dari penggunaan collaborative learning dalam pengajaran reading?

3. Apa kesulitan anda ketika belajar reading menggunakan collaborative learning approach?

4. Apakah penggunaan collaborative learning approach ini layak untuk diterapkan dikelas dan apa saran anda untuk kegiatan belajar menggunakan collaborative learning approach ini?
Students’ Comment on Reading Activities by Using Collaborative Learning Approach

Nama: Fungky Amelia

1. Bagaimana proses pembelajaran bahasa inggris, khususnya reading yang anda dapat selama ini dikelas?

2. Apa manfaat dari penggunaan collaborative learning dalam pengajaran reading?

3. Apa kesulitan anda ketika belajar reading menggunakan collaborative learning approach?

4. Apakah penggunaan collaborative learning approach ini layak untuk diterapkan dikelas dan apa saran anda untuk kegiatan belajar menggunakan collaborative learning approach ini?
Nama: Jarsi Bagus...

1. Bagaimana proses pembelajaran bahasa inggris, khususnya reading yang anda dapat selama ini dikelas?
   Saya belajar reading di kelas guru memerintahkann saya untuk membaca lepada dan membaca sesuai teks.

2. Apa manfaat dari penggunaan collaborative learning dalam pengajaran reading?
   Saya sangat mengeksplor informasi yang kita dapat dalam teks reading, kemudian diskusikan bersama-sama dan ini dapat memahami jawaban kita.

3. Apa kesulitan anda ketika belajar reading menggunakan collaborative learning approach?
   Kesulitan ketika belajar reading menggunakan collaborative learning approach adalah dalam sebuah kompetisi rasa tidak semuanya yang berteri, hanya sebagian sah yang berteri.

4. Apakah penggunaan collaborative learning approach ini layak untuk diterapkan di kelas dan apa saran anda untuk kegiatan belajar menggunakan collaborative learning approach ini?
   Layak untuk di terapkan di kelas. Saran saya untuk kegiatan belajar menggunakan collaborative learning approach adalah bermain-bermain pembelajaran cewekanya lebih memikir.
Students’ Comment on Reading Activities by Using Collaborative Learning Approach

Nama : M. Faizan Soei Hadi

1. Bagaimana proses pembelajaran bahasa inggris, khususnya reading yang anda dapat selama ini dikelas?
   Ketika saya belajar bhs. inggris khususnya reading, guru bhs. inggris menyumbangkan saya membaca texts dengan nyaring. Kemudian, kewan-teenan membaca <Mendengar-%

2. Apa manfaat dari penggunaan collaborative learning dalam pengajaran reading?
   Manfaat belajar reading menggunakan collaborative learning adalah, kiasan menjadi lebih hidup karena diikuti oleh kalimat-kalimat pas. Ini berbeda dengan belajar reading sebelumnya.

3. Apa kesulitan anda ketika belajar reading menggunakan collaborative learning approach?
   Dalam kalimat-kalimatnya dibaca semua secara anau, lalu dibaca dalam diskusi untuk membahas. Selain yang diharapkan guru ini sebenarnya saja.

4. Apakah penggunaan collaborative learning approach ini layak untuk ditcrapkkan dikelas dan apa saran anda untuk kegiatan belajar menggunakan collaborative learning approach ini?
Students’ Comment on Reading Activities by Using Collaborative Learning Approach

Nama: Via Savitri

1. Bagaimana proses pembelajaran bahasa inggris, khususnya reading yang anda dapat selama ini dikelas?
   Kelas saya belajar reading di kelas guru memerintahkan saya untuk membaca dan menerjemahkan setelah diterjemahkan lalu membaca bersama sama.

2. Apa manfaat dari penggunaan collaborative learning dalam pengajaran reading?
   Sesaat kelas menjadi lebih menagihkan karena dalam kelompok kelompok ketika kita dapat berinteraksi satu sama lain untuk memahami leks disampaikan dengan permainan - permainan (games).

3. Apa kesulitan anda ketika belajar reading menggunakan collaborative learning approach?
   Ketika kelas sedang berlangsung suasana menjadi ribut (perisik) sehingga saya kurang konsentrasi dalam belajar.

4. Apakah penggunaan collaborative learning approach ini layak untuk diterapkan dikelas dan apa saran anda untuk kegiatan belajar menggunakan collaborative learning approach ini?
   Layak diterapkan. Agar guru dapat menerangkan siswa agar tidak perisik ketika belajar atau diskusi kelompok.
Students’ Comment on Reading Activities by Using Collaborative Learning Approach

Nama: Antal Abu Wahab

1. Bagaimana proses pembelajaran bahasa inggris, khususnya reading yang anda dapat selama ini dikelas?
   Kelebihan terdapat dialog dengan teman saya, teman-teman lain, guru bahasa Inggris mendengarkan secara serius, teman saya mempermudah dialog yang disuruh guru bahasa Inggris.

2. Apa manfaat dari penggunaan collaborative learning dalam pengajaran reading?
   Manfaat kelas kecil mempermudah untuk diterima, dan dapat mempermudah diskusi kelompok kecil. Pelajaran reading dengan menggunakan collaborative learning juga meningkatkan kerja lebih interaktif lebih dilatih dengan teman-teman (teams).

3. Apa kesulitan anda ketika belajar reading menggunakan collaborative learning approach?
   Kesulitan saya ketika tidak mau untuk mengungkapkan pendapat saya. Kesulitan dalam kelompok dan searah saya kurang terlibat dalam diskusi.

4. Apakah penggunaan collaborative learning approach ini layak untuk diterapkan dikelas dan apa saran anda untuk kegiatan belajar menggunakan collaborative learning approach ini?
   Layak, saran saya agar sangat reading tidak terlalu sulit dan tidak terlalu banyak.
Nomor: Istimewa
Lamp : 1 (satu) lembar
Hal : Pengajuan judul skripsi

Kepada yth,
Ketua Jurusan Pendidikan Bahasa Inggris
Di Tempat

Assalamualaikum wr.wb

Salam sejahtera dan silahturahmi saya sampaikan semoga bapak senantiasa berada dalam lindungan Allah SWT, dan selalu sukses dalam menjalankan aktivitas sehari-hari. Amin.

Selubung dengan akan dilaksanakannya penulisan skripsi sebagai salah satu tugas akademik, maka saya yang bertanda tangan dibawah ini:
Nama : Zakaria
NIM : 104014000315
Semester : VIII (Delapan)

Bermaqsud mengajukan judul skripsi sebagaimana tertera dibawah ini:

Improving Students' Reading Skill through Collaborative Learning Approach
(An Experimental Study at the First Year Students of SMP PGRI 12 Pondok Labu, Jakarta)

Sebagai bahan pertimbangan bagi bapak, bersama ini saya lampirkan:
1. Outline
2. Abstraksi
3. Daftar Kepustakaan sementara

Demikian pengajuan judul saya buat, semoga dapat disetujui. Atas perhatian, persetujuan, saran dan kritiknya, saya ucapkan terima kasih.

Wassalamualaikum wr.wb

Keterangan penandatangan:

Dosen Pembimbing: Dr. Fardya Hamid M.Pd
Pemohon: Zakaria

NIM: 104014000315
Assalamu ‘alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Zakaria
NIM : 104014000315
Jurusan : Pendidikan Bahasa Inggris
Semester : IX ( Sembilan )
Judul Skripsi : Improving students reading skill through collaborative learning approach.


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu ‘alaikum wr. wb.
a.n. Dekan

Ketua Jurusan Bahasa Inggris,

Tembusan:
1. Dekan FITK
2. Pudek Bidang Akademik
3. Mahasiswa YBS
SURAT PERMOHONAN IZIN PENELITIAN

Kepada Yth.
Kepala SMP Islam Nur Insan Tangerang
Di
Tempat
Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Zakaria
NIM : 104014000315
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul Skripsi : Improving Students’ Reading Skill Through Collaborative Learning Approach (An Experimental Study at The First Year Students Of SMP PGRI 12 Pondok Labu Jakarta).

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi yang saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian di tempat dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

Jakarta, 04 November 2008

a.n. Dekan
Kabag Tata Usaha

Drs. Anas Darwis
NIP: 150236356

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
No. 122/Yul.NI/SMP/XI/2008

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP Islam Nur Insan menerangkan bahwa :
Nama : Zakaria
NIM : 104014000315
Semester : IX (sembilan)
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
Program : S.I Reguler
Universitas : Universitas Islam Negeri (UIN)
Syarif Hidayatullah Jakarta.


Surat Keterangan ini dibuat dalam rangka penyusunan Skripsi yang berjudul : “Improving Students’ Reading Skill through Collaborative Learning Approach”.
(A Pre Experimental Study at the Eight Grade of SMP Islam Nur Insan – Tangerang).

Demikian surat keterangan ini dibuat dengan sebenarnya, agar pihak yang berkepentingan menjadi maklum.

Tangerang, 06 Desember 2008

[Signature]
Kepala Sekolah,
Kepada Yth. 

Nama : [Nama] 
NIM : [NIM] 

Mahasiswa jurusan Pendidikan Bahasa Inggris, FITK 

H a l : Pemberitahuan Hasil Ujian Komprehensif 

Dengan ini diberitahukan bahwa setelah mengikuti Ujian Komprehensif yang dilaksanakan pada : 

Hari : [Hari] 
Tanggal : [Tanggal] 2008 

anda mendapat nilai rata-rata [Nilai] dan karena itu anda dinyatakan: 

LULUS/TIDAK LULUS 

dalam ujian tersebut. 

Demikian pemberitahuan kami sampaikan. Terimakasih. 

a.n. Dekan, 
Jurusan Pendidikan Bahasa Inggris 

[Signature]